

# PEDAGOGICAL COMMUNICATION AND RHETORIC

## TOPIC 1. THE ESSENCE OF PEDAGOGICAL COMMUNICATION

Communication is a fundamental human need and a form of interaction involving exchange of cognitive, emotional, and evaluative information. It is understood as:

1. information exchange,
2. interaction and cooperation,
3. perception and understanding of another person.

Structure of communication:

- \* cognitive (informational),
- \* affective (emotional),
- \* behavioral (regulatory and interactive).

Forms of communication:

- \* verbal (speech),
- \* non-verbal (facial expressions, gestures, posture, eye contact, voice).

Non-verbal signals transmit most of the emotional meaning and must be consciously managed by the teacher.

Communication distance zones:

- \* intimate (up to 0.5 m),
- \* personal (0.5–1.2 m),
- \* social (1.2–3.5 m),
- \* public (over 3.5 m).

Distance over 8 m significantly reduces effectiveness.

Listening types:

- \* non-reflexive (attentive silence, minimal responses),
- \* reflexive (clarification, paraphrasing, reflection of feelings, summarizing).

Typical listening errors: interrupting, premature conclusions, objections, unsolicited advice.

Attraction techniques in communication:

- \* using a person's name,
- \* friendly facial expression and smile,
- \* sincere compliments,
- \* attentive listening.

Psychological methods of building relationships: recognition, individualization, reducing distance, showing interest, self-disclosure, psychological support.

Pedagogical activity approaches:

- \* structural (goals, actions, skills),
- \* functional/systemic (five components),
- \* reflexive (education as cooperative communication).

Functional components of pedagogical activity:

- \* gnostic (knowledge of subject, students, self),
- \* design (goals and strategies),
- \* constructive (lesson organization),
- \* communicative (interaction with students),
- \* organizational (management of activities).

Pedagogical mastery is self-realization in teaching that supports learner development.

Criteria: expediency, productivity, dialogic relations, optimal methods, creativity.

Levels of mastery:

- \* elementary,
- \* basic,
- \* advanced,
- \* creative.

Pedagogical technique: ability to manage body, emotions, attention, speech, and influence individuals and groups.

Types:

- \* internal (psychological self-regulation),
- \* external (voice, facial expression, movement).

Teacher's speech functions:

- \* communicative,
- \* psychological,
- \* cognitive,
- \* organizational.

Conditions of effective speech: correctness, clarity, expressiveness, personal attitude, dialogic orientation.

Ways of improvement: speech culture, expressiveness, communicative skills, imagination and memory development.

## TOPIC 2. MASTERY OF PEDAGOGICAL COMMUNICATION

Professional pedagogical communication is interaction between teacher and learners (also parents and colleagues) aimed at positive psychological climate and effective learning.

Two main types:

- \* role-based (subject–object), formal and functional,
- \* personality-oriented (subject–subject), focused on development.

Principle of effective communication: subject–subject interaction based on equality, empathy, and mutual influence.

Features of subject–subject communication:

- \* personal orientation,
- \* psychological equality,
- \* emotional understanding,
- \* flexible communication methods.

Structure of pedagogical communication (4 stages):

1. Modeling (goal setting, forecasting, choosing methods),
2. Initial contact (emotional and business connection),
3. Management (information exchange, encouragement, support, guidance),
4. Analysis (reflection and correction).

Rules supporting interaction:

- \* creating “we”-feeling,
- \* personal contact and addressing by name,
- \* showing own attitude,
- \* joint goal orientation,
- \* reading emotional states,
- \* constant interest in learners,
- \* creating situations of success.

Leadership styles:

- \* authoritarian (control, orders, low initiative),
- \* democratic (respect, cooperation, shared responsibility),

\* liberal (non-interference, weak organization).

Pedagogical communication styles:

- \* based on joint creative activity,
- \* friendly style,
- \* distance style,
- \* bullying style (negative),
- \* flirting style (liberal and ineffective).

Communication barriers:

- \* physical (distance, space),
- \* social (status emphasis),
- \* gnostic (complex speech, fast tempo),
- \* aesthetic (appearance bias),
- \* emotional (mood mismatch),
- \* psychological (negative expectations).

Teacher psychological barriers: fear of group, lack of contact, focus only on information, fear of mistakes, imitation of others.

Ineffective communication models:

- \* “Mont Blanc” (detached),
- \* “Chinese Wall” (superiority),
- \* “Locator” (selective attention),
- \* “Robot” (rigid program),
- \* “Myself” (teacher-centered),
- \* “Hamlet” (constant doubt),
- \* “Friend” (loss of professional distance),
- \* “Blackcock” (ignoring students’ feedback).

Overcoming barriers requires emotional self-regulation, empathy, adaptation of speech, openness, and optimistic orientation.

### TOPIC 3. PEDAGOGICAL COMMUNICATION AS A DIALOGUE

Two types of pedagogical communication:

- \* monological (one-way influence),
- \* dialogical (mutual activity and cooperation).

Forms of monologue: lecture, explanation, evaluation.

Forms of dialogue: discussion, conversation, question–answer interaction.

Dialogue is not only speech exchange but meaning exchange and personal involvement.

Criteria of dialogical communication:

1. equality and trust,
2. focus on interlocutor's needs and reactions,
3. recognition of partner's right to opinion,
4. personalized statements ("I think..."),
5. polyphony (many voices),
6. dual position of teacher (participant and analyst).

Contact in dialogue means emotional and value unity, mutual understanding, and readiness to cooperate.

Signs of contact:

- \* openness,
- \* shared meanings,
- \* emotional resonance,
- \* stable interest,
- \* eye contact,
- \* coordinated non-verbal behavior.

Role positions in communication (E. Berne):

- \* Adult (equal cooperation),
- \* Child (creativity, play, initiative),
- \* Parent (control and instruction).

Effective interaction requires flexible role use and coordination.

Attention in communication: ability to observe, distribute focus, interpret micro-expressions, and respond pedagogically.

Imagination helps to:

- \* predict reactions,
- \* remove barriers,
- \* choose flexible strategies,
- \* see situation from learner's position.

Dialogue-based lesson features:

- \* personal involvement,

- \* emotional safety,
- \* high motivation,
- \* balance of freedom and guidance,
- \* creative atmosphere.

Indicators of effectiveness: motivation, understanding, cognitive activity, mutual satisfaction.

Structure of pedagogical monologue (lecture/story):

1. self-presentation and contact,
2. motivation,
3. main content,
4. conclusion and reflection.

Conversation techniques:

Teacher reactions: evaluation, interpretation, calming, questioning, understanding.

Most effective for trust: understanding reaction.

Active listening types:

- \* non-reflective (supportive silence),
- \* reflective (clarification, paraphrasing, emotion reflection, summarizing).

“I-message” technique:

- \* describes situation,
- \* expresses own feelings,
- \* proposes joint solution,  
without blaming or commanding.

Principles of effective conversation:

- \* attract attention,
- \* show interest,
- \* search for joint decision.

Negative communication factors: threats, orders, criticism, insults, moralizing, manipulation, interrogation, sarcasm, denial of feelings, competition.

#### TOPIC 4. A TEACHER AS A COMMUNICATIVE LEADER

A teacher as a communicative leader is a person who influences learners not by authority only, but through communication, personal example, emotional impact, and organization of interaction.

Communicative leadership means the ability to guide group behavior, create motivation, and maintain cooperation through verbal and non-verbal communication.

Main functions of a communicative leader:

- \* organizing interaction in the group,
- \* maintaining positive psychological climate,
- \* motivating learners,
- \* regulating conflicts,
- \* supporting individual development.

Professional communicative position of a teacher includes:

- \* openness to dialogue,
- \* respect for learners,
- \* emotional stability,
- \* readiness for cooperation,
- \* responsibility for group processes.

Leadership styles in communication:

- \* authoritarian (control, orders, suppression of initiative),
- \* democratic (cooperation, shared responsibility, encouragement),
- \* liberal (minimum control, weak organization).

Democratic style is considered the most productive for learning and personal development.

Means of communicative influence:

- \* word (explanation, persuasion, encouragement),
- \* intonation and voice,
- \* facial expressions and gestures,
- \* organization of joint activity,
- \* personal example.

Conditions of effective leadership:

- \* trust between teacher and learners,
- \* emotional contact,
- \* clear goals of activity,
- \* consistency of words and actions.

Communicative leadership requires the ability to manage attention, emotions, and group dynamics, not only to transmit information.

## TOPIC 5. PEDAGOGICAL RHETORIC

Pedagogical rhetoric is a field that studies laws, principles, and techniques of effective teacher speech aimed at influencing learners, organizing thinking, and supporting motivation.

Main goal of pedagogical rhetoric is not only to inform, but to educate, develop, and emotionally involve learners.

Functions of teacher speech:

- \* informative,
- \* motivating,
- \* organizing,
- \* educational,
- \* emotional and value-oriented.

Qualities of effective pedagogical speech:

- \* correctness and clarity,
- \* logical structure,
- \* accessibility,
- \* expressiveness,
- \* personal attitude of the teacher,
- \* orientation to feedback.

Structure of rhetorical influence:

- \* attracting attention,
- \* maintaining interest,
- \* guiding understanding,
- \* stimulating response and reflection.

Speech techniques used by a teacher:

- \* questions,
- \* examples and analogies,
- \* repetition of key ideas,
- \* emotional accents,
- \* pauses and tempo control.

Types of teacher speech in educational process:

- \* explanatory,
- \* instructive,
- \* evaluative,
- \* dialogical.

Pedagogical rhetoric also includes non-verbal components:

- \* posture,
- \* gestures,
- \* eye contact,
- \* spatial position in the classroom.

Speech culture of a teacher requires:

- \* rich vocabulary,
- \* grammatical accuracy,
- \* avoidance of speech clichés,
- \* ethical correctness.

Effective rhetoric supports subject–subject interaction and helps transform learning into cooperation.

## TOPIC 6. LECTURE AS A LEADING FORM OF EDUCATION IN HIGH SCHOOL

A lecture is a form of organized verbal presentation of educational material by a teacher aimed at systematic and logically structured transmission of knowledge to a large group of learners.

Functions of a lecture:

- \* informational,
- \* methodological (showing ways of thinking),
- \* motivational,
- \* educational and value-forming,
- \* orientational (structuring further learning).

Types of lectures:

- \* introductory,
- \* thematic,
- \* review,
- \* problem-based,
- \* final or summarizing.

Structure of a lecture:

1. introduction (motivation, relevance, goals),
2. main part (logical presentation of material),
3. conclusion (generalization, key ideas, tasks for further study).

Requirements for effective lecture:

- \* clear logical structure,
- \* scientific accuracy,
- \* connection with practice,
- \* emotional involvement,
- \* accessibility of language.

Didactic principles of lecture organization:

- \* systematic character,
- \* consistency,
- \* visibility (examples, schemes),
- \* problem orientation,
- \* activation of thinking.

Lecture is not passive perception only. It should stimulate:

- \* questioning,
- \* reflection,
- \* independent work.

Modern lecture requires combining monologue with elements of dialogue:

- \* rhetorical questions,
- \* short discussions,
- \* feedback from learners.

Limitations of lecture:

- \* weak individualization,
- \* risk of passive listening,
- \* limited control of understanding.

Therefore, it should be combined with seminars, practical classes, and independent work.